Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall Assignment Score \_\_\_\_\_\_\_/100

9th Grade World History Essay Rubric (HONORS)

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| Essay Assessment Mark \_\_\_\_\_\_\_/20 (converts to 100%)  Comments: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4 – Advanced** | **3 – Proficient** | **2- Progressing** | **1 – Not Meeting the Standards** |
| **clearThesis –**  **Answering the question** | Contains a well-developed thesis that directly addresses the question, includes the main points of the argument, and goes thoroughly deep in its critical thinking. | Contains a sufficient thesis that addresses the question, includes the main points of the argument, and goes somewhat deep in its critical thinking. | Contains a thesis that doesn’t quite answer the question and/or does not include the main points of the argument and/or does not go deep with the critical thinking. | Contains no thesis or the thesis is not easily identifiable. |
| **clearOrganization**  **of**  **Ideas** | The essay presents a well-organized argument, and each of the individual sections are also well-organized and flow logically. | -The overall organization of the essay is good, but individual sections are only adequately organized; and/or,  -The paragraphs do not flow logically. | -The overall organization of the essay is adequate, but the individual paragraphs have little or no organization. | The essay is not organized in any way;  -The essay is one giant paragraph; and/or  -The essay is simply a descriptive narrative. |
| **clearSufficiency and**  **Accuracy**  **of**  **Information** | Accurately uses substantial number of specific facts in supporting thesis. If applicable, the essay uses textual evidence from multiple sources. | Contains some specific facts related to the thesis, but more are needed. The essay uses textual evidence from multiple sources. | -Few specific facts used in defense of the thesis;  -There are inaccurate facts; and/or  -The essay barely uses textual evidence. | -Contains no facts to support the thesis; and/or  -The facts are completely inaccurate. |
| **Analysis** | The essay effectively uses facts and/or textual evidence to back up its thesis and supporting points—it explicitly says how the evidence relates to the thesis. The essay also shows a lot of evidence of “deep” thinking. | The essay sometimes uses facts and/or textual evidence to back up its thesis and supporting points, but it may fall short of always connecting ideas. The essay shows glimpses of “deep” thinking. | The essay only uses facts and/or textual evidence to back up its thesis once or twice. It does not show how the facts relate to the thesis. It needs more “deep” thinking. | The essay does not back up its statements with facts or textual evidence. It lacks “deep thinking” and is just description. |
| **clear“Mechanics”** | Essay uses good spelling and grammar, WAS **PROOF-READ**, and is written with **neat handwriting**.  If applicable, there is the required number of sources and cited. | Uses acceptable spelling and grammar, though there are some errors with punctuation and capitalization. If applicable, sources are used and cited. | Poor spelling and grammar, and reflects little effort at neatness given the time available.  If applicable, sources are not cited or used. | Written so poorly that it inhibits understanding. If applicable, no sources are used or cited. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

World History

**Preparing for In-Class Essay 1.1**

Essay Question:

**“In the context of Era 1,**

**what factors may have caused groups of people to change?”**

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| Thesis Statement: |
| Essay Outline: *you may do this on a separate sheet of paper* |